

PGPA 2019-20

***Information for schools and trainees***

Professional Practice Log

UTXGRB-30-3(EY)

UTXGQR-30-3 (PRI)



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# Introduction

***This document should be read in conjuction with the Partnership Handbook, the generic information for schools hosting trainee teachers across the UWE partnership. This document contains information which is specific to both Primary and Early Years PGCE PGPA – the first placement.***

***The document is intended to support both trainees and placement schools and should be read by both prior to the commencement of the placement and then referred back to throughout the trainee’s time in school.***

# Placement Documentation

All placement documents can be accessed via the following link to our website:

<http://www1.uwe.ac.uk/cahe/edu/aboutus/partnerships/partnershipdocuments-1.aspx>

The UWE Assessment Toolkit, which is accessible via the link above, is the document that contains all the information about how to assess trainees during placement. Please see the full document for detail; key pages are given below:

**Key pages summary from UWE Assessment Toolkit:**

|  |  |
| --- | --- |
| **Information** | **Page in Toolkit** |
| Grading rationale | 5 |
| At a glance assessment process | 8 |
| Expected outcomes and progress | 9 |
| Accuracy in grading | 11 |
| Guidance for weekly meetings | 12 |
| Target setting | 14 |
| Grade descriptors for each standard | 19 |

# PGPA Block Placement Details

|  |  |
| --- | --- |
| Trainee’s name/student number: |  |
| DBS Number: |  |
| Name of school: |  |
| Class/year group: |  |
| School email address: |  |
| School address: |  |
| Headteacher: |  |
| Class mentor name: |  |
| Class mentor contact details: |  |
| Senior mentor name: |  |
| Senior mentor contact details: |  |
| UWE tutor name: |  |
| UWE tutor contact details: |  |
| Safeguarding lead: |  |
| Date of safeguarding training: |  |
| Date of PREVENT training: |  |

# Procedures for PGPA Block Placement

1. Before the start of the block practice the trainee should complete page 4-5 in this booklet.
2. At the end of each placement week the trainee should record the days completed in school this week on the chart on page 7-8 and this should also be signed off in the final column of the chart by the teacher. It is is the trainee’s responsibility to ensure that this record is kept up to date as it will provide evidene of the trainee’s 120 required days in school.
3. Each week the CM or SM will meet the trainee and complete the weekly target setting and review sheet.
4. The trainee should track their progress against the Teachers’ Standards in preparation for the weekly meetings.
5. Teaching observations will be recorded on the observation reflection form by the CM/SM and UWE tutor.
6. Comments on the teaching observation reflection forms contribute to the assessment against the Teachers’ Standards.
7. The CM/SM will complete the Interim Review following conversations with the **UWE Tutor** during the **visits** in weeks beginning or **18 or 25 November or 2 December**. The document should be submitted through the online portal to the Professional Placement Office by **Monday 9 December.** This process is repeated towards the end of the placement with the second Interim Review being submitted on **3 February 2020** following **UWE Tutor visits in weeks beginning 13 or 20 January.**
8. The trainee should continue to inform their teaching through engagement with academic literature.

# PGPA UWE Tutor visits and report deadlines

1. **Visit 1:** Weeks beginning or **18 or 25 November or 2 December**
2. **Interim Review** **(RP3)** to PPO on 9 December 2019
3. **Visit 2**: w/b 13 or 20 January 2020
4. **Interim Review (RP8)** to PPO on 3 February 2020

**In the case of absence**

If you are absent from school trainees are required to contact the school each day of the absence, in line with school policy. They must then email (**not telephone)** the Professional Practice Office ([partnership@uwe.ac.uk](mailto:partnership@uwe.ac.uk)) new address?

**6. Record of Attendance for PGPA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Trainee to insert dates | Monday | Tuesday | Wednesday | Thursday | Friday | Total days in school (trainee to complete) | Agreed by class mentor |
| Immersion |  |  |  |  |  |  |  |
| Immersion |  |  |  |  |  |  |  |
| Serial days |  |  |  |  |  |  |  |
| Serial days |  |  |  |  |  |  |  |
| Serial days |  |  |  |  |  |  |  |
| Reading Week |  |  |  |  |  |  |  |
| UWE Week |  |  |  |  |  |  |  |
| Week 1 |  |  |  |  |  |  |  |
| Week 2 |  |  |  |  |  |  |  |
| Week 3 |  |  |  |  |  |  |  |
| Week 4 |  |  |  |  |  |  |  |
| Week 5 |  |  |  |  |  |  |  |
| Week 6 |  |  |  |  |  |  |  |
| Christmas |  |  |  |  |  |  |  |
| Christmas |  |  |  |  |  |  |  |
| UWE Week |  |  |  |  |  |  |  |
| Week 7 |  |  |  |  |  |  |  |
| Week 8 |  |  |  |  |  |  |  |
| Week 9 |  |  |  |  |  |  |  |
| Total days (from a potential **62)** |  |  |  |  |  |  |  |

**7. PGPA Professional Placement log**

Each of the following should be addressed before or during the serial days by the trainee in consultation with the CM/SM/UT. **Trainees should initial and date when complete.**

|  |  |
| --- | --- |
| **Before block school experience** | Initial and date |
| The trainee has ensured that the school has received their DBS number. |  |
| The trainee has received a copy of the school’s induction guidance for trainees (if available) |  |
| The senior mentor and/or class mentor has attended UWE mentor training |  |
| The trainee knows the Health and Safety policy and practices for their school e.g.: fire drill, sick child etc |  |
| The trainee knows and understands key school policies such as behavior management, marking and assessment and is demonstrating knowledge of these. |  |
| The trainee has an agreed timetable for their teaching responsibilities which is reviewed each week. |  |
| The trainee is using an appropriate format for lesson planning and assessment, recording and reporting. |  |
| Planning for the first week of the block has been discussed and approved with CM |  |
| Attendance at staff meetings, training days, parents’ evenings and other professional training events have been shared and agreed as appropriate. |  |
| The trainee has had a professional discussion with their CM about the progress of children in their home class. |  |
| The trainee is aware of and has met with the members of staff with key roles in the school e.g.: safeguarding lead, child protection lead |  |
| The trainee has shared their targets with their CM/SM to support future planning for progression. |  |
|  |  |
| **During block placement:**  The mentor (CM/SM) understands that they have a professional responsibility to formally observe the student each week |  |
| **During block placement:**  The mentor (CM/SM) understands that they have a professional responsibility to formally meet with the trainee each week to review targets and progress (pupils’ and trainee’s) and set new targets for the following week |  |

# PGPA Weekly tasks

This section links UWE based Professional Development foci with specific school or setting based tasks that **trainees will be expected to carry out and complete** to consolidate and enhance their knowledge of teaching and learning.

The table below shows how trainees’ time will be spent during the placement. The placement year starts on September 25 with 8 immersion dates which have been timetabled to support students in familiariarizing themselves with the school, its procedures and community. PGPA then commences on Wednesday 9 October with 3 weeks of ‘serial days’ which is then followed by a 9 week ‘block’ where trainees are in school full time..

|  |  |
| --- | --- |
| **Days** | **Setting** |
| Monday, Tuesday, | UWE |
| Wednesday, Thursday, Friday. | School/ Early Years Setting |

|  |  |  |  |
| --- | --- | --- | --- |
| **PGPA** | | |  |
| **UWE week** | **UWE** | **Placement Tasks** | **Mentor Support (school)** |
| **Wk 10**  **Wednesday – Friday**  **(25, 26, 27 September)** | No UWE – immersion in placement fortnight | **PD: Focused observation and discussion.**  Look at how behaviour management is used in your classroom. Discuss in detail what your Class Mentor does to maintain a learning environment in terms of behaviour.  **Maths (EY Group)**  If you are in KS1, try to find out what your school/setting’s views are about ‘mastery’ and whether the school/setting is using any of the NCETM materials related to mastery.  If you are in a nursery, or EYFS, try to find out how the setting seeks to develop children’s initial understanding of mathematical concepts such as early number and counting. What use is made of manipulable materials and how are these connected to the mathematical ideas they are intended to represent?  Read chapter 14 of ‘Teaching and Learning Early Number’ edited by Thompson (ebook). Choose 3 short tasks from it and use these to assess a child. This task is a dry run of what you will be expected to complete for your assignment. Bring your notes to our lecture in week 12.  **Maths (Primary Groups)**  Observe the maths lesson every day you are in school. Make notes on the following: i. How your CM seeks to create a psychological environment in which having a go and making mistakes are part of the learning process. Pay attention to how he/she responds when a child gets an answer ‘wrong’ for example.  ii. The resources he/she uses to make the abstract ideas more tangible and relatable to all the children  iii. Any connections made to ‘real life’ etc.  iv. How the lessons are structured i.e. the balance of teacher input, independent, or paired work etc.  v. The way that the teacher differentiates the activities/explanations, so that all children are able to access the ideas.  During the week, try to work with as many different maths groups in the class as you can and get to know the children mathematically (i.e. which children enjoy maths and take an active part in the lessons, which are more reticent Try to find out which children like to write things down, which prefer to do calculations mentally etc).  Have a conversation with your class mentor about a possible child for your Core Assignment (maths and science part).  PGP019-2  Professional Practice Log  UTXGRB-30-3(EY) | During this initial immersion period school mentors are asked to ensure that the student is welcomed into the school and made familiar with routines and expecations. Students should be given the opportunity to get to know children and colleagues and to partake in activities such as reading with individuals and supporting groups.  We have asked students to spend signicant time during the early weeks of this placement working with small groups in order for them to start to develop planning and assessment skills which will become transferable to whole class teaching.  It would also be helpful for the students to have experience of teaching **short** parts of lessons at your discretion – a plenary or introduction for example. |
| **Wk 11**  **(w/b 30 September)** |  | English - Find out what **the school policy says about the teaching of reading**. How and when is reading taught and assessed in your class? There will be a phonics focus in the EYs (reception), KS1 and a shift to a focus on the teaching of reading comprehension in Year 2 and KS2. In the EYs the focus will be more on language and communication and the development of phonological awareness.  Find out how **reading for pleasure and purpose** is encouraged and developed across the school.  Read with a child in your class and consider their attitudes to reading and reading preferences. This may be sharing a book with a child in the EYs.  Have a go at taking a running record. If you are in KS2, do this with one of the lowest attaining readers in your class. Can you identify which skills and strategies the child is using? Are there any ‘gaps’ in knowledge? Is the child reading at instructional level? Is the child understanding what they read? If you are in a nursery, share a book with a child – observe their pre-reading skills.  **Maths (EY group)**  Observe the maths lesson/input every day. Use the observation form on Blackboard to analyse what you see each day. Be prepared to discuss what you saw in our lecture in week 12.  If possible, observe a practitioner facilitating learning in the environment, taking note of the questions and prompts that they use. Again, be prepared to discuss what you saw in our lecture in week 12.  Over weeks 11 & 12, spend time talking with each child in the class during the week, noting down how they approach mathematics and how they feel towards it. Use this time to help you to gather misconceptions for your misconceptions log.  **Maths (Primary Groups)**  If possible, plan and teach one (or more) maths group activity/activities. This will be more powerful if you are able to have some input into the planning and preparation of the lesson(s). You may want to do this towards the middle/end of the week, once you have got to grips with the week’s maths topic and you have a clearer idea of wht the children have already understood.  After you have taught, make sure that you evaluate your own teaching (i.e. think about the quality of your explanations, the resources you used etc) and, crucially, evaluate the learning of each of the children in the group you have taught. Provide feedback and marking for the children. Familiarise yourself with the school’s feedback and marking policies in relation to maths.  If you have already identified your focus child for your assignment, it would make sense to teach the group which includes your focus child. Keep evidence of what your focus child has done; and bring it to the workshop in Week 12. If you have not had a chance to identify a child for your assignment yet, don’t worry. There will be plenty of time to gather evidence for your assignment in later weeks. |  |
|  |  | **PGPA serial days** |  |
| **UWE week** | **UWE (including deadlines)** | **Placement Tasks** | **Mentor Support (school)** |
| **Wk 12**  **(9, 10, 11 October)** | PREVENT training Monday 7 October | PD: Ask your class mentor to talk you through her/his planning process. Collected examples of planning.  English – In week 12 or 13 Observe or support a phonics lesson (you may need to arrange to visit a KS1 or R class if you are placed in KS2 or nursery and phonics is not taught).  Read aloud to your class. Read either the class read aloud book or a short picture book or short story you have selected appropriate to the age of your class.  **Preparation for your PGPA block**  *Ask your school mentor and/or class mentor to identify, over the next few weeks, a child (preferably in Year 1) that would benefit from one to one reading support during your block placement.*  *You will work with this child for 9, 20 minute sessions over 3 weeks during the PGP A block before Christmas. This child will be the focus for the English element of your core assignment with a focus on progress and assessment in reading.*  *If you are placed in the EYs – your child needs to be in Year 1 (or Year 2)*  *If you are placed in KS1 – your child can be a child in your class (Year 1 or Year 2)*  *If you are placed in KS2 – your child needs to be in Year 1 (or Year 2)*  *If you are placed in a junior school – your child needs to be a lower attaining child in Year 3*  *The child will only need to bring their ‘allocated reading book’ to each session.*  In conversation with your CM, identify the focus child for your Core ‘Assessment and Progress’ assignment.  **Maths (EY Group) - P**lan and teach a maths group activity. Use your observations from week 11 to prompt you in what to include. You may want to do this towards the end of the week, once you have got to grips with the week’s maths topic and you have a clearer idea of what the children have already understood. Your group activity may be part of a lesson or may be a small group task at another time.  After you have taught, make sure that you evaluate your own teaching: did the children learn what you had hoped? If not, what would you do differently if you could repeat the activity with the same children?  Continue to spend time talking with each child in the class during the week, as tasked in Week 11.  **Maths (Primary Groups) –** Following your evaluation of your maths group teaching from the previous week, identify one or two specific things that you will try to develop this week (for example, your use of modelling, your use of resources, the quality of your explanations, the timing of your lesson/activity etc). Plan and teach one (or more if possible) group maths activities/lessons focusing specifically on those areas for development.  If you are feeling confident, this can be with more than a small group (e.g. you might teach two groups together, or half the class if that can be arranged logistically). For each lesson/activity that you teach, evaluate it as you did in Week 11 (the previous week). Think about your own teacing (were you able to develop some of the aspects of your teaching that you identified from last week) and evaluate the children’s learning. Try to identify any individual children who did not achieve as you expected (either above, or below your expectations). Again, it might make sense to include your focus child in this activity. Ideally, you might try to do this with different groups over the days you are in school. | **Start of serial days –** Students should begin teaching some whole class sessions as well as continuing with group work. Please ensure that you share short, medium and long term plans with your student so they can begin to understand the planning process and where they are teaching sessions adapt your planning to individual plans (there is a UWE proforma for this which is shared with the students in university |
| **Wk 13**  **(16, 17, 18 October)** |  | **Focused observation**  How does your Class Mentor differentiate the work in class so that all of the learners needs are met?  English – In week 12 or 13 Observe or support a phonics lesson (you may need to arrange to visit a KS1 or R class if you are placed in KS2 or nursery and phonics is not taught).  **Maths (EY Group)**  Discuss with your CM how they use prior assessment and curriculum information to plan next steps. How do they individualise this to ensure that each child has the opportunity to make progress? Bring this information to your seminars next week  Either week 13 or week 14 (or both)  Plan and teach another maths group activity. Again, you may want to do this towards the end of the week, once you have got to grips with the week’s maths topic and you have a clearer idea of what the children have already understood. Your group activity may be part of a lesson or may be a small group task at another time.  After you have taught, make sure that you evaluate your own teaching: did the children learn what you had hoped? If not, what would you do differently if you could repeat the activity with the same children?  **Maths (Primary Groups)**  Continue with your observations and getting to know the children. If you are feeling confident, teach the first part of a maths lesson to the whole class (this might be called the ‘mental/oral starter’ in your school) and/or the plenary session (the final part of the lesson). You could ‘team-teach’ this with your CM, so you lead parts of the lesson and she/he leads the other parts. Continue to evaluate your own maths teaching and to identify one or two specific things that you can work on.  During the week, discuss with your CM how he/she uses prior assessment and curriculum information to plan next steps. How does he/she individualise this to ensure that each child has the opportunity to make progress? Where and how is learning recorded.  If you need to, continue to gather evidence for the maths part of your core assignment. |  |
| **Wk 14**  **(23, 24, 25 October)** |  | **Focused Observation**  Ask your teacher what elements of Assessment for Learning (AfL) they use. During your observation look carefully for evidence of this being used.  English –plan and teach a phonics lesson (you may need to arrange to visit a KS1 or R class if you are placed in KS2 or you could plan a spelling lesson with a focus on Phase 5 phonics)  English – plan and teach a literacy lesson with a focus on reading comprehension. This could be a guided reading session with a group or a whole class reading lesson.  Make sure you know which child has been allocated to you for your one to one reading and tutoring which starts in your block in week 17.  **Maths (EY Group)**  **Calculation Assessment – assignment link**  Work with a small group of children (including your focus child) to gain an insight into their understanding of a number operation and ability to calculate mentally or with equipment (this could be pencil and paper).  Provide some calculations at an appropriate level, and then use the following questions to find out more.   * How did you find the answer? * Why did you do it that way? * Could you have done it differently? * How might you check that you are right?   Note down the following for each child in the group:   1. What aspects of mathematics do they understand 2. What aspects of mathematics they are less secure in 3. How are these less secure aspects impacting on their ability to calculate?   Reflect on what you feel their next steps are.  **Maths (Primary Groups)**  If possible (and where appropriate with the support of your CM) teach and evaluate a whole class maths lesson/maths focused activity. As before focus on one or two specific aspects of your maths teaching that you would like to develop. With your CM, discuss his/her assessment of the children’s progress in maths over the course of the week and look at the way this assessment of progress is recorded.  If you need to, continue to collect evidence for your core assignment |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **PGPA** | | |  |
| **UWE week** | **UWE** | **Placement Tasks** | **Mentor Support (school)** |
|  |  | **PGPA Block Placement** |  |
| **Wk**  **17**  **(w/b 11 Nov)** | PD assignment submission 7/11/18 | English - During this block before Christmas, in order to address your Core Assignment requirements (and the address the Teaching Standards requirements about Early Reading), you need to read/tutor a child one to one. This will enable you to consolidate your university based learning about early reading, phonics and comprehension.  Your school mentor and/or class mentor should give you a child (preferably in Year 1) that would benefit from one to one reading support during your block placement.  You will work with this child for 9, 20 minute sessions over 3 weeks at a time convenient for your class mentor and the child’s class teacher. **This child will be the focus for the English element of your core assignment with a focus on progress and assessment in reading.**  If you are placed in the EYs – your child needs to be in Year 1 (or Year 2)  If you are placed in KS1 – your child can be a child in your class (Year 1 or Year 2)  If you are placed in KS2 – your child needs to be in Year 1 (or Year 2)  If you are placed in a junior school – your child needs to be a lower attaining child in Year 3  **In your first session with your child.** Get to know your child, you may want to read a bit of your favourite children’s book to your child in the first session and find out what they feel about reading, their attitudes and preferences. This survey <https://researchrichpedagogies.org/_downloads/KS1_rfp_survey.pdf> could be completed with your child. It is useful evidence for your assignment. If you have a Year 3 child (because you are in a junior school) you can use the KS2 survey <https://researchrichpedagogies.org/_downloads/RfP_Childrens_Reading_Survey.pdf>  **In the first session, ensure your child reads to you from their current reading book**. Keep this informal but make sure you ask a few comprehension questions about the text. Always start with a question that requires the child to ‘re-tell’ what they have read and so establish a starting point of literal comprehension. Try asking “So what is going on there?”  **Each following 20 minute session with your child**, w**ith the book your child brings to the session, please select from the following** BUT make sure that **in each session you take a running record** and use it to praise your child. Make the praise specific i.e. return to the page where the child applied their sounds effectively for an unknown word; read a common exception word after initial hesitation; developed a flow in their reading; read with expression and any other reading strategies and to identify any gaps in skills or knowledge that can be taught at the start of the next session you have with your child:   * If the book is new to the child – do a basic book introduction to enable the child to activate prior knowledge. Flick through the book with your child. Use the pictures to give a brief overview of the book to the child; ask questions that encourage prediction based on the front cover; identify any unusual or tricky vocabulary and teach these to the child; make links to the child’s prior knowledge of the content of the text – ask if the child has had similar experiences etc. * Do a short ‘teach’ at the start of your session if appropriate, based on the running record from the previous session – this might be to re-cap a sound; a common exception word; to encourage monitoring of comprehension as the child reads. * Ensure your child has plenty of time to read – this supported practice is essential for reading development. * Use a range of comprehension approaches – you may teach specific comprehension strategies; ask questions before reading for the child to answer as they read; build from literal questions to inferential questions through the session. * If appropriate, focus on the child’s fluency and expression – aim for ‘smooth’ reading. * Read the book or parts of the book a number of times: the first time the focus tends to be on decoding successfully, the second time fluency (including speed and accuracy) can be developed; a third read can focus on expression and comprehension. * If your child needs to change their book at the end of the session please check with the class teacher that they are happy for you to do this with the child. If, based on your running record accuracy level and the child’s comprehension of their book, you think the child needs to move up a level, please check with the class teacher **at the end of school day** before changing the child’s book.   Make sure you use the assignment guidance and support to help you gather appropriate assessment and progress evidence. Use the notes from sessions and lectures to support you in planning the one to one sessions – these plans can be used as evidence in your assignment.  **Maths (EY Group)**  **During the full weeks of the placement gradually increase your teaching time, including whole class teaching if this is an aspect of your placement’s pedagogy**  If your placement includes whole class teaching, you might begin by teaching just the beginning or end of a mathematics lesson using a game or similar. Alternatively, you could ‘team-teach’ this with your CM, so you lead parts of the lesson and she/he leads the other parts.  If your school uses a maths scheme, try to make sure that you develop your maths planning skills by adapting and changing the plans from the scheme. As the placement goes on, you should be planning and teaching sequences of sessions, so that you can develop your skills in using formative assessment.  Each week, have a discussion with your CM about the progress made by the children during the week’s maths lessons (i.e. talk about how he/she knows who learned what and how this is recorded and what actions follow from it).  In your evaluations, in addition to thinking about your own teaching, try to assess and record the children’s learning, thinking carefully about how your assessment from one lesson informs your planning for the next.  **Work on your maths evidence bundle.**  You must include a ‘Do the maths’ document as part of your evidence bundle. Remember to include your focus child in your evidence bundle, so that you can use this evidence in your assignment.  **Assignment preparation:**  **Over the coming weeks do at least 4 sustained observations of your focus child (20mins with no interaction from you) whilst they are engaging in a mathematics task.**  If possible, observe him/her both during mathematics lessons and also whilst engaging in a mathematics based task in the environment (think broadly about this! It could include something as simple as them putting out chairs and putting a teddy on each one for example). Note down whether they chose the task or were directed to it. Listen and watch for how they approach the task. Either during, or immediately after the observation, annotate your observation notes to identify 3 key areas:   1. The child’s attitude towards mathematics 2. What aspects of mathematics they understand 3. What aspects of mathematics they are less secure in   Reflect on what you feel their next steps are. How could you support them in this?  **Repeat the task from week 10 with your focus child -** Read chapter 14 of ‘Teaching and Learning Early Number’ edited by Thompson (ebook). Choose 3 short tasks from it and use these to assess your focus child. Choose your tasks carefully based on what you plan to write about in your assignment.    **Maths (Primary Groups)**  **Weeks 16 – 28** (i.e. during the full weeks of the placement)  Through the full weeks of the placement gradually increase the number of maths lessons that you plan and teach. If your school uses a maths scheme, try to make sure that you develop your maths planning skills by adapting and changing the plans from the scheme. As the placement goes on, you should be planning and teaching sequences of lessons, so that you can develop your skills in using formative assessment.  In your evaluations, in addition to thinking about your own teaching, be sure to assess and record the chidlren’s learning, thinking carefully about how your assessment from one lesson informs your planning for the next.  Work on your maths evidence bundle.  You must include a ‘Do the maths’ document as part of your evidence bundle. If possible, include your focus child in your evidence bundle, so that you can use this evidence in your assignment.  Observe your focus child during maths lessons. Make notes about his/her attitudes towards mathematics, levels of confidence and participation etc. as well as evaluating his/her learning. | From this point students are working towards teaching 40-60% of the school week. Mentors should ensure that students are facilitated and supported to do this at a pace that the mentor – in their professional opinion – is appropriate for the individual trainee.  Alongside informal feedback it is **imperative** that students have **one formal observation each week**  (using UWE feedback forms) and **one review and target setting meeting.** The students have been told to be proactive in terms of preparing for this meeting in advance – it should be led by them. |
| **Wk 18**  **(w/b 18 Nov)** |  | *Week 1 of UWE Tutor first visits (one visit to take place in either of these 3 weeks)* | If the UWE Tutor visit takes place this week the formal observation for this week should be jointly conducted with the visiting UWE Tutor |
| **Wk**  **19**  **(w/b 25 Nov)** |  | *Week 2 of UWE Tutor first visits* | If the UWE Tutor visit takes place this week the formal observation for this week should be jointly conducted with the visiting UWE Tutor |
| **Wk 20**  **(w/b 2 Dec)** |  | *Week 3 of UWE Tutor first visits* | If the UWE Tutor visit takes place this week the formal observation for this week should be jointly conducted with the visiting UWE Tutor |
| **Wk 21**  **(w/b 9 Dec)** |  |  | Mentor to ensure that the Interim Review (RP3) is submitted to the Professional Practice Office via the online portal **(deadline: December 9)** |
| **Wk 22**  **(w/b 16 Dec)** |  |  |  |
| **Wk 26**  **(w/b 13 Jan)** |  | *Week 1 of UWE Tutor second visits (1 visit to take place in either of these 2 weeks)* | The formal observation for this week should be jointly conducted with the visiting UWE Tutor |
| **Wk 27**  **(w/b 20 Jan)** |  | *Week 1 of UWE Tutor second visits (1 visit to take place in either of these 2 weeks)* | The formal observation for this week should be jointly conducted with the visiting UWE Tutor |
| **Wk 28**  **(w/b 27 Jan)** |  |  | Trainees complete PGPA – Friday January  Mentor to ensure that the Interim Review (RP6) is submitted to the Professional Practice Office via the online portal **(deadline: February 3)** |

**Other information**

1. In the final weeks after Christmas there will be a reciprocal visit which we will arrange with students. In order to broaden their school experience the students will be hosting a partner students for one day in their placement school.

The guest student will spend the morning observing and working with small groups where appropriate and then team teach wit the host student in the afternoon. The guest student will not be teaching alone. Students will have time in the week they are back in UWE to plan this.

MORE INFORMATION TO FOLLOW LATER THIS TERM

1. There will be a geography curriculum day taking place in a partnership school during January – we will announce the date once confirmed.

Note – the following training will take place at the end of this placement:  
Friday, 7th February 2020, 9:00-15:00, SEND DAY

Thursday, 13th February 2020, 9:00-13:00, PE CONFERENCE

Friday, 14th February 2020, 13:00-16:00, LITERACY SHED